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ABSTRACT

A work-study coordinator for educable mentally retarded secondary students discusses pre-vocational training, public relations, the role of work-study coordinators, working with other agencies, employers' expectations, and savings to taxpayers when retarded persons are employed. (CL)

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A Presentation of the Alpha and Omega of Career-Job-Placement for Educable Mentally Retarded Persons, as Currently Practiced

Successful Career Job Placements For Educable Mentally Retarded Persons

Time Needed for Presentation: One and One Half Hours
(Ninety Minutes)

EC100 732

INTRODUCTION

I am Vic Harber of the Anaheim Union High School District located in Anaheim, California, the location of the Magic Kingdom, Disneyland, the California Angels baseball team and two convention centers.

This is the 21st year that I have been teaching E. M. R. students which I do one half a day and for the second half of each day I function as a work-study coordinator to help acquire career jobs for all of the handicapped persons within the district who have at one time or another attended one of the 26 secondary schools (grades 7 through 12).

Anaheim has undergone a metamorphoisis since 1955, i. e. from a rural to a suburban to a small city community of 190, 000.

Perhaps it might seem to you that I am a member of the Chamber of Commerce, but I am not even though I functioned as one during the first few paragraphs.

Despite the preponderance and the repetitiousness of all of us having heard and read for many, many years about the principle that each of us should consider "individual differences" as they exist for each of the students placed under our classroom supervision. we tend to forget the term, "individual differences" - it has become generic and only exists in our collective unconsciousness.

This reminds me of elementary school children saying the Pledge of Allegiance to the Flag every school day but not being aware of what they are saying. So it is with the term "individual differences" - we are not totally aware of the term, but it is of even more significance for educable mentally retarded persons.

By persons is meant all mentally retarded persons of any age who are readily employable and who may or may not be attending school.

The sole purpose of this meeting is that we are concerned with the eventual and ultimate objective of career job placements for educable mentally retarded persons.

We should be concerned with the pragmatic experiential approach to vocational placement rather than the theoretical path to placement which will and does tend to limit placements. Theoretical placements, if placements at all, are doomed to failure.

As individually different as each of us is, considering characteristics such as fingerprints, footprints, body features, facial features and who knows what else, each job placement for each handicapped individual is just as uniquely different.

The few sets of identical twins whom I have had under my supervision and who have been placed, were just as different as any other two persons. Thus, another supportive statement for strong emphasis relative to "individual differences."

Work-study (work experience) programs are a socioeconomic mandate. At one time, the majority of the school districts (nationally) clung tenaciously to the concept that E.M.R. minors must complete the same requirements established for all regular students in order to become graduated and that work experience, work training or whatever else it might be termed, must be relegated to a second or third priority. Our preference regarding work training is the term work-study-experience. In most instances, the above program was based upon the strong personality dynamics of an individual or perhaps a few persons.

Hopefully, perhaps there do not exist, at this time, many high school principals and administrators who feel that if E.M.R. students attending secondary schools cannot achieve academically, they should not be permitted to attend. Their attitudes and practices, if they still exist, can no longer be professionally supported.

I believe that the last decade has altered and alleviated much of this.

The Anaheim Union High School District, which comprises ten high schools and sixteen junior high schools, has had a Cooperative Joint Contract with the State Department of Vocational Rehabilitation for six years and is now in the seventh fiscal year.

Career-job-placements for six years (1970-1976) total 172, with the emphasis in helping educable mentally retarded persons, mostly graduates but some under-graduates. If all of the 172 placements had not been made, the following would occur:

Career Job Placements			Years Persons Have Worked	Total Work Years Each Group Has Worked Since Career Job Placement Was Made For Each Person	
1970-71	first year	10	x6	= 60	
1971-72	second year	20	x5	=100	
1972-73	third year	32	x4	=128	
1973-74	fourth year	31	x3	= 93	
1974-75	fifth year	39	x2	= 78	
1975-76	sixth year	40	x1	= 40	
Total Career Jobs		172		499	Total Work Years

If all of the placements endured, which I doubt, then the total of 499 work years would be indicative of the number of years all 172 placements had worked. To further amplify, the placements made the first year were multiplied by 6 years, the length of time these persons have worked; the number of placements made the second year were multiplied by 5, the number of years that have passed since the placements were originally made, etc.

Thus, 499 work years (for a total of 172 placements for 6 years) is the number to be allowed in computing dollar savings:

499 work years
x $ 276 is the monthly amount allowed for Supplemental Security Income or Supplemental Disability Income in California at this time
$115.269 paid monthly if none of the 172 placements had ever been made

$115,269 paid monthly
x12 months a year
$1,383,228 would have been paid by the Social Security Department and the State involved in six years if none of the 172 placements had been made.

Of course, each state has its own financial variations regarding supplementalization of the basic Federal amount of money granted under provisions of Social Security Insurance and/or State Disability Insurance. Some states grant no additional money to be added to the basic Federal amount of $164.00.

(Ask a few individuals, "Which state do you represent? Is there a supplemental amount added by the state in which you live to the basic amount of $164.00?") Each of you consider the state in which you live and estimate or guess if the state in which you live grants $164.00 or more Social Security Insurance or State Disability Insurance payments. If you don't know, don't be overly generous, and submit $164.00 as the amount. Now assume that during a one year period one has placed 20 persons in career jobs. The savings would be 20 persons placed x $164 per month, the lowest basic Federal amount without any state aid. This would be $3280 per month, x 12 months = $39,360 saved per year. What a pyramid! Does it seem incredible? It could be more, depending upon the state in which you live, but it wouldn't be less.

There are an estimated 5 1/2 million retarded persons in the United States. More than two million of them are employable or have reached the age of employability. The numbers are likely to increase in the near future because of increased birthrate (despite a recent social clamor for a zero population level), a decrease in infant deaths and because the retarded now live longer.

About 5% or 200,000 retarded persons require institutionalization. Even some of the 5% can be "habilitated" and prepared for employment.

Nationally, community programs for the retarded are demonstrating effectiveness but more are needed. The retarded can be helped and can be helpful. Emphasis should be concentrated on the abilities rather than the disabilities of people who have "inconveniences." I believe that the word inconvenience is a better synonym for the words disability and handicap.

Employers have come to the realization that there are advantages to employment of properly trained and qualified mentally retarded employees. What a person can do is more significant than what he can't do or perform.

Not all of the needs of the educable mentally retarded persons are being fulfilled but every year brings more progress. The crux is proper placement - the right person in the right job. Mental retardation by no means implies a total absence

of skills and aptitudes. Only a person's intellectual capacity is retarded, not necessarily the rest of him.

In addition, there is an economic advantage to the employment of qualified mentally retarded persons. When the mentally retarded are placed in appropriate jobs, there will be a return of $10,000 in income for every $1.00 expended for rehabilitation or "habilitation." [1]

Retarded workers are not bored as easily by specific jobs which may bore others. (Cite the job about a machine cleaning lipstick from cups and the failure of the machine and the success of a mentally retarded person.) From the jobs at which mentally retarded persons derive success and satisfaction, most others would leave.

Below is a list of job areas in which mentally retarded people excel. The years 1954-1957 were noted as the representative of the most reliable statistics available:

Major Occupational Groupings for Rehabilitated Retarded Persons (Based on 2,942 retarded persons vocationally rehabilitated through Federal-State programs 1954-1957.)

Type of Occupation	Percentage
Service workers	30.0
Unskilled workers	21.2
Semiskilled workers	19.3
Clerical, sales, kindred	12.0
Family workers, homemakers	6.2
Agricultural workers	5.9
Skilled employees	5.4

Of course, many changes have occurred since the publication of the above report. A significant reason for successful placements has been preparation and training provided by more than the 200 vocational rehabilitation agencies and sheltered workshops (which are more appropriate for severely retarded persons). We are now involved in the seventh year of a contractural agreement between the school district and the State Department of Vocational Rehabilitation. (Discuss money involved and equal personnel matched with equal personnel from both agencies. . . . a school district and the Vocational Rehabilitation Department.)

Cite Goodwill (personal experience) and Jewish Vocational Service workshops, etc.

1 Yearbook of Special Education 1975-76, p. 366. Published by Marquis Academic Media, Chicago, Illinois

and their help for the mentally retarded.

The District has been involved with a Goodwill Facility (describe) in which there is a "sheltered workshop." Similar to most other workshops, each retarded person is given a comprehensive vocational rehabilitation program of testing, evaluation and training which spans about a year. There are 20 work stations in realistic and some simulated atmospheres, guided by a professional staff of counselors, supervisors, etc. Individual vocational analysis is made, and suitable preparation is given for competitive employment. The trainee is given every opportunity to learn the basic skills essential to work and usually receives a few dollars each week as he becomes more skilled and productive. Hopefully, he or she is able to develop a tolerance and transition for full-time employment. Here there is a concern to locate low skill jobs, not menial jobs. I, as liaison for the Anaheim Union High School District, locate career jobs in cooperation with the Department of Vocational Rehabilitation when each trainee is employable.

Most employers rely on local employment resources and I believe that anyone of us who is involved in locating career-job-placements for educable mentally retarded persons with the help of any local resource agency can ensure repeat requests for job placements by expeditiously referring qualified trained educable mentally retarded persons.

Don't overly complicate your approach to acquiring career-job-placements. It is not complex but it is a challenge. Don't refer to many theories, textbooks, pamphlets and hypothetical approaches to locating jobs.

Without being chauvanistic, recall the Avon Lady, the Fuller Brush Man, the Amway person and many others and consider how these people become sales successful. By consistently, conscientiously and with the confidential acquisition of neighborhood information, and armed with this by knocking on one door after another to acquire sales. A similar approach is essential to locating career jobs. Consistently, confer with one employer after another. Your successful failures may surpass your successes but the successes will enable you to acquire a great feeling of satisfaction - a career-job-placement.

After all, what is the purpose of every work study coordinator, work experience coordinator? To locate permanent career-job-placements.

Next and a very significant consideration is that of transportation. Transportation or the lack of it can be the most unsurmountable aspect despite a well planned, successful program. After an initial interview for a job has been arranged, quite frequently transportation is arranged for each interviewee to the job interview, sometimes help with the application, and at times each interviewee is accompanied to the interview office. Each situation merits a different approach.

At this juncture, no matter what suggestions or recommendations are made, no two individuals receive the same approach. Generalizations can not be implemented for each individual but specifics are more the rule. To reiterate - consider "individual differences."

Transportation is readily available in some areas and almost unavailable in others. However, some of the District interviewees walk, some ride bicycles, some ride motorcycles, a few have cars and a few use public transportation but reasonably most jobs can be fulfilled within a local area by one of the above means.

Try to approach acquiring job placements in a relaxed manner. After all, industry and business need E.M.R. persons as much as E.M.R. persons need them. There are certain specific jobs, not necessarily menial jobs, that E.M.R. persons can and will successfully fulfill that others could not and would not want.

The enthusiasm of the work study coordinator concerning any job is of great significance regarding the acceptance of such by an individual with a handicap or as what might be a better phrase, as I mentioned earlier, an individual with an inconvenience.

A work-study coordinator should have a <u>constant vigil</u> in locating jobs - while driving in your car, going shopping (looking at help wanted signs, etc.), P.T.A. meetings, church meetings, club meetings, even going for a walk - expect potential job placements at unexpected times.

How many of you are work coordinators? Which states do you represent? No matter what area in which you live, whether it is rural, suburban or urban,

there is always a need for help - in a farm area or in a concentrated business or industrial area, or in a less densely populated suburban area.

Never discount or minimize the human, warm one-to-one approach. At the very beginning, after having made contact with potential employers, always minimize or don't mention the financial aspects of wages, salary, etc.

Maximize the work potential and what your clients (E.M.R. persons) can vocationally accomplish for potential employers.

Offer the services of your clients free without any financial remuneration. With this approach, an impatient employer (there are more that I have met than I like to admit) may be more psychologically patient; after all, the employer will not have to expend any money, or very little, and no wages.

As long as an individual pre-vocational placement has been made and that individual doesn't need extraordinary help or doesn't create a vocational burden to a farmer, an industrial or business organization, etc., then a good beginning has been initiated and a good relationship has been established among an employer, an E.M.R. person, and a work coordinator.

The basic relationship between an employer and a work coordinator, despite other methods of communicating, of a one-to-one relationship, i.e. the work coordinator in relation to the employer, is still the most significant and helpful method of locating job stations, work stations, and permanent career-jobs.

The environment, no matter what the nature or the density of the population, is unimportant as to locating career jobs. There are many hidden, unknown, uncreated jobs. Concretize the jobs and make the placements.

Work training stations for pre-vocational evaluation can be readily located only and with greatest success by personally meeting with supervisory personnel and people in a position to place the E.M.R. persons.

Procedurally, our successes have been acquired in the following manner: A careful scrutinization of local newspapers relating to jobs, an investigation of local economic trends if there is such a publication devoted to this, listening to what people say about where there might be jobs, etc.

Initially, a brief letter, note below, can be mailed to businesses, industries, etc. Follow the latter part of the letter and meet with the person to whom the letter is addressed by arranging for a short, concise meeting at the convenience of the potential employer.

Anaheim Union High School District

501 Crescent Way · Post Office Box 3520 · Anaheim, California 92803 · (714) 956-6649

The Learning Climate

EDUCATIONAL SERVICES DIVISION
Special Youth Services
Victor Harber, *Work Study Coordinator*

April 12, 1977

Mr. Neil Christensen
Director of Industrial Relations
Certron Corporation
1701 S. State College Blvd.
Anaheim, CA 92806

Dear Mr. Christensen:

After a conference held with Mr. Larry Sierk, Executive Vice President of the Anaheim Chamber of Commerce, it was recommended that I make contact with you to explain the program that I supervise as Work-Study Coordinator for the Anaheim Union High School District.

I would appreciate a fifteen (15) minute segment of your time any afternoon to explain the program.

Many local high school graduates and seniors are now working in Career Job Placements for Disneyland, Kwikset, the City of Anaheim, the Convention Center, etc., just to name a few.

I will telephone you in a few days to arrange for an appointment.

My telephone number is 956-6658.

Sincerely,

Victor Harber
Work-Study Coordinator

VH:af

At the pre-arranged meeting, a business card is presented and an identification is made. The next aspect must allow for controversy and perhaps contradiction since my business cards do not have printed on them that I am a work-study-coordinator for handicapped persons, but that I am a work-study coordinator. If I am asked whether the persons represented are retarded, the answer is, "Yes, they are moderately retarded." Again, some may believe that deception is practiced if I do not say that some of the people represented are retarded.

However, my thought contents and speech follow the pattern below: "I am a work-study-coordinator for a group of persons (graduates and preferably seniors or even former students who left school), most of whom, not because they lack ambition, have very little desire to go to college (usually a community school). They feel that a high school formal education is sufficient and they have been given counseling and guidance, training, etc., hopefully to enable each one so that he or she will futuristically be placed in a career job, and we have been very fortunate that our clients have acquired an acceptance of their future careers.

Each client also has administered to him or her a complete psychological test (by a Ph. D., Department of Vocational Rehabilitation psychologist) and a complete physical examination free of any charge.

Infrequently, the same above procedure is consummated by mailing a business card and also communicating by a telephone conversation.

During the initial meeting with a representative of a potential employer or the potential employer, I always indicate that we are interested in "low-level" training or trainee jobs, and if there are no jobs at this time we are concerned with long range jobs at some time in the near future.

Intermittent contacts are made with the employer after the initial meeting. I maintain as closely as possible an adherence to the maximum 15 minute segment of time for the meeting as I requested in the brief initial letter mailed to the employer. If there is noted, in my judgment, a weakening or the possibility of financial distress by the employer (which has happened occasionally), there then is introduced the financial subsidy that the District has, i. e. if an employer will accept one of our "readily employable" persons for a month, we (the District and the Department of Vocational Rehabilitation, from the joint cooperative budget) will pay half of the first month's salary, 25% of the second month's

salary and 25% of the third month's salary to the employer with no conditions placed upon the employer. If the employer wishes to employ the E.M.R. person at any time during the three month period, that would be his voluntary prerogative. If the employer wishes to discontinue the trainee-employee's work at any time, he may do so. There are no papers to sign, no contracts to fulfill - all of the above is done orally.

Let us presuppose that a trainee-employee works for any length of time between a few days a week or three months and is discharged. The experience can be evaluated as a training period and a "successful-failure" can be analyzed as to the needs of the individual who was involved both currently and futuristically. The amount of money expended for a trainee program is relatively inexpensive for the value received - after all, these young people could have 40 to 45 years of future employment. A small investment for a three month period or less is infinitesimal compared to a lifetime of work for an E.M.R. person.

I can't overemphasize a value of the possibility of acquiring a cooperative joint venture contract as the District has with the Department of Vocational Rehabilitation. For a contribution of $20,000 per fiscal year by the district, the Department of Rehabilitation will contribute $82,000 so that for the fiscal year 1977-78 the budget will be $102,000. The fiscal year 1977-78 will be our eighth year of association.

A contract as referred to above is perhaps an ideal program; however, not each school or district can have this. Of course, some may have a better program.

A few of the services offered to our E.M.R. clients from the cooperative budget (District and Vocational Rehabilitation) thus far are: tools for a particular job or trade, uniforms and special shoes for a particular job, a purchase of a bicycle for transportation to a job, prosthetic devices, extensive medical services, driving lessons, dermatological services, private school training (welding and reading), subsidization of a training period, etc.

Despite the fact that not many district may have a program like this for 16 and 17 year old, all districts are eligible for many Department of Vocational Rehabilitation services for E.M.R. persons 18 years or older.

There is one other alternative to acquiring services that our district has, with no financial investment, i. e. by submitting a plan and presenting equal district personnel to be equalized with a similar number of Vocational Rehabilitiation personnel. However, our district has one person as a work-coordinator who teaches E. M. R. students one half day and functions as a work-coordinator for the second half of each day. (This is my position.)

Every effort expended by each of you to locate a work station, a pre-vocational job and finally a career-job in any area, i. e. urban, suburban or rural is beyond what one might comprehend. Each of you will be projecting yourself far into the future. Don't ever discount one permanent placement because the placements will soon accumulate into double digits. Remember to implement your co-worker and vocational colleague (Department of Vocational Rehabilitation) in enabling the acquisition of vocational help for 18-year-olds plus.

There is also an economic advantage to employing "qualified mentally retarded" persons. The mentally retarded persons need training. One should not just place any retardate in any position. One should place a trained retardate in a job he or she is capable of fulfilling.

"Like the physically handicapped, the mentally retarded, when placed on the right job, will return $10.00 in income taxes for every dollar spent on their rehabilitation.[2] It is essential to adapt, if possible, the client's ability to the adaptive requirements of an anticipated community.

Each of you must familiarize recruitment personnel who may employ some of the retarded, under your supervision, from a farmer to a large industrial/ business organization, of the potential employees available to them. Public relations, of a highly tactful nature, are a mandate to enable an employer to know that a job in an unskilled area can be "filled" by a qualified E. M. R. person.

Each of you should formulate a guide for employers as to employment for mentally retarded persons or an employer's expectations.

1. Request that you be notified of job vacancies. (This means constantly making contact in a low-level way. Avoid aggressive pressure.)

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[2] Yearbook of Special Education 1975-1976, p. 366. Published by Marquis Academic Media, Chicago, Illinois 1975

2. Say that you believe that the job opening could be filled by one of your clients who has been graduated. (Controversially, each of you should decide if you want to say, "Consider a mentally retarded person.") I have tried both approaches, but have had more success without saying that I represent mentally retarded persons.
3. Indicate that you will submit essential information regarding each student's experience, if any, his aptitude and his strengths re: the job vacancy.
4. Try to acquire a job description.
5. Indicate that you will select the best qualified person for each job.
6. Indicate the extensiveness of any vocational or work training.
7. Indicate his relationship with supervisors.

"Far more is involved in successful job placement than an IQ score. Although there is a relationship between intelligence and job performance, extremely few jobs today call for an IQ score as a basic requirement. Rather, job requirements are more descriptive - such as 'the work requires considerable' or 'the individual needs a high degree of initiative and imagination.'

But we are not considering such factors in jobs for the mentally retarded. Instead, we are concerned with jobs calling for simple skills, few decisions, and repetitive and established routines. These are the kinds of jobs in which the mentally retarded can excel.

And so, factors other than the IQ need to be considered - education, training, job experience, motivation, attitude, appearance, personality, and general health."[3]

Mental retardates properly placed are rarely late, are rarely absent and continue at appropriate jobs for many years.

We have concluded that by investigating and surveying specific employers that most of the placements that have been made are currently working and most of them have received promotions. Those who have moved, or become married or disabled may not be employed; however, once a strong motivation for work

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[3] Guide to Job Placement of the Mentally Retarded
The President's Committee on Employment of the Handicapped in Cooperation with the National Association for Retarded Citizens and the U.S. Employment Service, Washington, D.C. 1974

has been imbedded, then work expectations and the desire to work is very strong and perhaps "instinctive."

Psychological services and medical examinations are readily available in almost all areas - some in very remote places. Try to acquire a psychological test, locate a doctor or a group of doctors who will render a free service medical examination, then place, locate, place, locate, test, etc., and ultimately locate jobs within the realm of a specific environment.

If in the near future you recall nothing more than the following I will feel a strong justification for having made this trip to Atlanta.

All of the "training" and "education" acquired between kindergarten and the end of grade twelve for an individual with an "inconvenience handicap" is of a modicum of value or meaning unless the individual can become vocationally productive and partially or completely self-supporting.

No school program, particularly in the secondary school areas, can be deemed to be viable and meaningful unless it has as its central theme vocational training invading social studies, "grocery store arithmetic", language arts, and any other educational presentation. Vocational training but more specifically career job placement must saturate all facets of school education to enable each individual to become vocationally productive, acquire good human relations and good citizenship.

The saturation of all endeavors should be drowned in all aspects of eventual social competence.

Excuse my provincialism but for the sake of a high incidence of numbers the following presentation is necessary:
During 1966-1967 there were 13,280 E.M.R. minors enrolled in public high schools in California. The above number represented slightly more than one-half of the minimum projected potential of the number that should have been enrolled.

If the above trend had continued certain data becomes evident upon which predictions and projections can be operationally formulated.

The conclusions derived from the above mandate an immediate effort to prevent socioeconomic trauma (consider the number 13, 280) and to direct programs in such a manner that a positive contribution can and will be made to socioeconomic structure. This should be attempted by all school districts or counties which have classes for E.M.R. persons or have E.M.R. persons in the communities.

Past experience has indicated that 24. 9% of the total E.M.R. student enrollment is enrolled in grades 9 through 12. One can reasonably assume that approximately one quarter of that enrollment would be in the 12th grade. Thus, within a time period of seven years (1967-1974) the approximate number of seniors was 27, 822. Of course, the last few years with lower school enrollments, the ideal of zero population, financial difficulties that the schools have been encountering, etc. the school populations in many areas have stabilized with a minimal amount of growth. Thus, 27, 822 E.M.R. seniors constitute a very large group that became graduates or left the public school programs and entered the labor market during the 1967-1974 period.

About 75% of the seniors completed the senior year and were graduated (in Anaheim, 98% of the seniors completed the last year and received a diploma), thus 21, 615 E.M.R. students left the public schools of California with a diploma and entered the labor market and the remaining percentage without a diploma also entered the labor market. If we assume that 50% (1/2 of 21, 615) of the of the graduated seniors were males, then 10, 807 wage earners and "heads of households" entered the community with a diploma.

Thus, the former E.M.R. students (this excludes labelling which must occur as near in the future as possible) have entered the community, have become married, have had and are having children and have established a trend in many communitities plus socioeconomic adjustments within five years or less after having finished high school.

Research also indicates that there are four broad categories in which their adjustment may have been reached:

1. Entered the labor market with or without assistance and became reasonably productive. (With assistance is the procedure followed by us.)
2. Regressed to the protective custody of the strongest member of the

immediate family. (A few of these persons now receive Supplemental Security Income.)

3. Became married, entered the labor market, were unsuccessful and now receive welfare (S.S.I.), unemployment insurance or are unemployed and receive no insurance.
4. Are institutionalized in some form or another (hospital or jail). This is the exception in my experience and is rare.

The last three or four years of public school experience does and will significantly influence which of these four adjustment processes will be enhanced by E.M.R. persons. The legal and educational goals of the special class programs for the educable mentally retarded are to assist these persons in becoming productive participating members of their societal communities.

Our experience has emphasized number one, i.e. enter the labor market with assistance and become reasonably productive. Number two rarely occurs. Number three rarely occurs. Number four rarely occurs. We don't readily accept 2, 3, and 4 and we concentrate on trying to implement number one as our main objective. Thus, if number one is to be achieved, a strong vocationally oriented program must be provided which must include a closely coordinated on-campus, off-campus work-study core. Without a work-study core program, classes for E.M.R. persons or students are almost totally meaningless.

I believe that if some form of critical analysis of future impact had been implemented many years ago and educational programming had been developed based on those studies, perhaps some of the present day educational and social chaos could have been prevented. There is an even more important need now for career-job placement than has ever existed in the past. The large roster of unemployed persons testifies to that.

To form a base to calculate futuristic socioeconomic impact, the year 1980 was arbitrarily selected. Calculations are based on that single year. Persons who left public school programs as graduates or during the senior year in 1967-1968 will have been in a community for at least 12 years and persons who left under similar circumstances during 1973-1974 will have been in the community for approximately six years.

If we assume that all of the graduates to whom a reference was made earlier

that is, 75% of the seniors - 21,615, for the seven year period would have become married by 1980 and that they do not intermarry, as research indicates[4] and that each couple has at least three children per family,[5] the total number of lives that would be directly affected by our class programs from 1967-1974 (despite many efforts to reach zero population) will be 108,075 persons.

For calculated figures in the District, the percentages of graduates would be higher than 75% of the total number of seniors.

Also to be considered for career-job placements would be the 25% of seniors who would not become graduated - a total of 6,207 E.M.R. persons.

Just for a few minutes let us digress and consider some of the cities of the many states in which you live and think about some of the cities that have about 100,000 people.

(Refrain by speaker-audience participation by asking each one or a few at random which state he or she represents and also to name a city with about 100,000 people. Write the names on the board.)

Provincially, this study involves only one city of 191,000 people in one state but consider lesser amounts of city population but just as significant to the economies of the communities in which each of you lives.

Once each of you initiates a program to place E.M.R. persons in career-job placements you have created the beginning of an incredible pyramid.

To return, the data also reveals that the number of potential lives affected by special class programs offerings both in school and away from school will exceed the population of hundreds of cities.

If you help one vocationally in a very small village or in a large metropolis - it will influence many lives.

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4 Occupation Education in Altoona Senior High School, Altoona School District, Altoona, Pennsylvania, 1962, page 67

5 California Department of Social Welfare reports that where a family is on social welfare and both spouses live at home, the average family has five children. The Altoona study does not indicate that the educable mentally retarded persons average this high. Therefore, a lesser figure was used so that only minimum potential could be considered. A larger total figure should be considered likely.

It is common knowledge that the social demands placed on persons living in a community are becoming more difficult. Communities also demand greater skills in the daily living procedure.

Thus, mentally retarded persons find it increasingly difficult to locate and secure needed services. The difficulties of transportation (cite the last 8 job interviews and the rejections and the reasons for them), consumer buying, insurance, tax computation, and other legal aspects of daily routinized living can prove insurmountable for these persons without specific assistance. (Some of these create difficulties for us.) These and others can and do make the difference between successful and unsuccessful social and economic adjustment.

Economically, the world of work is becoming more complex each year and persons without a high school diploma and/or a salable skill or job or work experience are excluded in favor of the experienced or mentally capable persons. Educable mentally retarded persons generally can become vocationally productive if they receive preparation, support and guidance during the adjustment period which, of course, is a variable for each person. If these people are not provided with preparation and guidance for permanent career-job placement they will fail and may begin a "vocational" life of receiving monthly welfare checks and then Social Security aid for about 500 months (about 40 years of potential work). Later discussion will be presented concerning the economic savings for each individual vocationally placed.

For the purposes of comparing socioeconomic impact, certain operational assumptions must be promulgated:

1. That special class persons must be provided a public school program and a program away from school which will insure their socioeconomic adjustment within a community so that they will not be dependent upon society in one or many ways as listed below:
   a. Institutionalization because of the deterioration of the basic family structure.
   b. Inability to confront and adjust to the increased demands of a community.
   c. Inability to interpret legal structure and live therein.
   d. Inability to maintain emotional stability and/or other related factors.

During 1968 a study was completed concluding that 25% of the seniors in 1980 would need institutionalization for one or more of the previous reasons. Once again, 25% of 27, 882 or 6, 695 persons might need the above services.

In 1968, the pre-inflationary years, whatever that means, the average cost of maintaining a person within an institution was $3, 300. Thus, in California the citizens may have paid $22, 954, 000 for maintaining 6, 965 persons @ $3, 300 per year. Most of the California institutions are now overcrowded, since the state has almost 22, 000, 000 people.

If California were forced to expand institutional facilities and only house one-half of the 25% (6, 905) or 3, 478, the cost at $22, 000 per bed addition would be $76, 516, 000.

Summarily, the futuristic cost of maintaining 3, 478 persons for one year would be $99, 470, 800.

At this time, please bear with me regarding a few more statistics which are necessary.

Of the 10, 807 seniors graduated during the six year period 1968-1974, one can safely assume that one half were males (in the district where I teach, the ratio for 20 years is 3 males to 1 female). Assuming that each male became married and had three children, this means that each male would represent a family of five.

The social welfare payment for a family of five averaged $235 per month. The social welfare cost to maintain 10, 807 families of five each for the year 1980 at the 1966 payment base would be $30, 475, 740 per year. With inflation since 1966, the amount would be much greater.

At the Hamilton Air Force Base, Mr. Bob Lazareth said, "Twenty-six E. M. R. persons were placed under the Federal Civil Service Program. Prior to the placements there had been a 73% turnover each year. With the retarded persons it was 16%."

Consider the savings to the taxpayers in state and county and to the Nation as a result of E. M. R. persons being employed, paying taxes and contributing as taxpayers and not being tax burdens.

To summarize: The Anaheim Union High School District started very inauspiciously in 1965 with a sum of $8,000 for training at the Goodwill Industries Training Center in an adjacent city. Seventeen students were trained until the gradual encroachment of inflation allowed us to train only ten into the fiscal year 1969-1970. The distinct advantage that we had was that 16-and-17-year-olds with parental permission were trained. The screening process was abrupt and very inadequte. (No explanation at this time).

In 1967 I wrote letters to Senator George Murphy, Governor Ronald Reagan, Representative Hanna and other Democrats and Republicans requesting that the district be helped in the acquisition of a cooperative contract between the district and the Department of Vocational Rehabilitation. I received replies but no promises.

In 1970 the district was approached and we negotiated a contract for a three year period with the Department of Vocational Rehabilitation.

Previous to our contract, any one of you could do what we did in relation to placing persons (graduates and undergraduates), in locating work training stations, on-the-job training and career-job placements, perhaps with one exception - some of your placements would be beyond 18 in relation to the services that we now have with the Department of Vocational Rehabilitation which helps us train 16-and-17-year-olds who, upon becoming graduat d, usually are readily employable. Our 1977-1978 budget will be $102,000.

Please note the accompanying chart for the years 1971-1976. The three years, 1974, 1975, and 1976, despite the large national incidence of general unemployment, we have increased the career-job placements each year.

We don't claim to have produced the panacea for every placement program but modestly we have made 172 career-job placements, 128 of which were made for E.M.R. persons. Most likely, many of you can delete, add, modify and make changes to what we have done to improve a program tailored to the individual communities in which you live.

A career-job-placement service is infinite in that it is a never ending service - an E.M.R. person should be able to return to a work-study coordinator for

vocational services almost at any age of his or her life; that is, if you are still active and haven't retired:

Take hold, surrogate employment agencies.

As of February 14, 1977, the District received a letter from the Department of Rehabilitation stating that, "Services to individuals in the program compiled on a single program basis, indicate that your program averaged better than those statewide." (We were told that that meant that we were number one in the State).

What has been accomplished by one district person for only three hours a day can be accomplished by each of you by consistently being conscientious and concerned. Most of the success of the individuals placed and their individual tenures of length on the jobs is due to their attitudinal adjustments rather than their proficiency in skills.

"Eighty percent of the reasons for handicapped people not holding jobs are emotional disturbances, not the physical or mental handicap." - Dr. Edward M. Lettin, Mayo Clinic.

And finally a small philosophical gem:

"Give me a fish and I eat today,
Teach me to fish and I eat for a lifetime."

Bibliography

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